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REVIEWER'S REPORT

Manuscript No.: IJAR-59833

Title: Generative AI–Enabled Adaptive Learning in Higher Education: Deep Learning and Digital Competence—A Critical Narrative Review.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This critical narrative review examines how generative AI can support deep learning—conceptual understanding, critical reasoning, and transfer—and digital competence in higher education when embedded in genuinely adaptive instructional designs. It distinguishes generic chatbot assistance from systems that diagnose learner needs, adjust support, fade scaffolds, and assess independent performance. Reviewed syntheses show short-term academic benefits but unresolved questions about metacognition, self-efficacy, dependence, privacy, and equitable access. The author proposes a six-phase adaptive scaffolding cycle and an assessment framework aligned with Dig Comp 2.2, explicitly framed as design proposals rather than validated interventions. The review concludes that stronger controlled, longitudinal, and context-sensitive research is needed, including in Palestinian higher education.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- The paper carefully distinguishes generic chatbot assistance from genuine adaptivity, defining the latter through diagnosis, conditional support, formative checks, fading, and human oversight.
2- It explicitly states that it is a critical narrative review—not systematic or meta-analytic.
3- It highlights the crucial mismatch between assisted performance and independent competence, and between performance gains and uncertain metacognitive outcomes.
4- It connects the proposal to Vygotskian scaffolding, self-regulated learning theory,
5- The study Balanced treatment of competing explanations.
6- It addresses privacy, human oversight, linguistic equity (Arabic/English), unequal access, and the need for local needs assessment rather than universal technology prescription.

WEAKNESSES:

1- The paper is Purely conceptual with no empirical validation.
2- Limited treatment of technical and implementation feasibility**.**
3- Superficial contextualization to Palestinian higher education.